



INDEPENDENT PRESCRIBING
For Nurses & Midwives, NMC
(Module Code 7111)

&

For Allied Health Professional, HCPC
(Module code 7125)

Programme Handbook 2022-23
[40 Credits]

Table of Contents

Contents

Introduction from the Programme Lead.....	4
Programme Team	5
Programme Pre-Requisites	6
Expectations.....	6
What you can expect from us	6
Programme Organiser	6
Adviser (UEA) / tutors (RMS)	7
Academic support for students at UEA.....	7
Academic support for students at RMS	8
Session recording	8
What we expect from you	8
Attendance & engagement.....	8
Time allocation.....	9
Practice-based learning.....	9
Communication.....	9
Digital literacy	10
Student Feedback	10
Student Experience	10
Learning Outcomes - L7	10
Learning Strategy	11
Online Asynchronous Learning	11
Online Live Learning (synchronous).....	11
Face to Face learning	12
Learning Content Overview	12
Assessment - L7.....	12
Formative Assessment 1: Numeracy Assessment	13
Formative Assessment 2: Clinical Management Plan (CMP) / Supplementary Prescribing	13
Formative Assessment 3: Analyse a Critical Incident.....	13
Summative Assessment 1: Numeracy Assessment.....	14
Summative Assessment 2: Pharmacology examination	14
Summative Assessment 3: Case study (4,000 words +/-10%.)	14
Summative Assessment 4: Professional portfolio incorporating the practice assessment document (PAD)	14

Independent Prescribing Programme Handbook

Presentation of academic work	16
Referencing	16
Plagiarism and collusion.....	17
Extenuating Circumstances.....	17
Confidentiality.....	18
Submission	18
Marking.....	18
Reassessment.....	19
Reading List	19
Useful Resources.....	19
References	20

Introduction from the Programme Lead



Dear student

Welcome to the University of East Anglia's Independent Prescribing Programme, delivered at UEA, School of Health Sciences (HSC) and at the Royal Marsden School (RMS).

This programme has been designed to meet the most recent 'Nursing and Midwifery Council' (NMC) standards for prescribing (NMC 2018) and the 'Royal Pharmaceutical Society' [RPS] (RPS, 2021) 'A competency framework for all prescribers'. The prescribing team have worked with a range of stakeholders including service users, practice learning partners, students, supervisors and senior members of HSC academic staff to ensure that your learning is both contemporary and relevant.

You may have accessed this programme as part of a programme of study or as a 'standalone' programme as you wish to be able to improve the way in which you can facilitate access to medicines for those in your care. Whatever route you are taking, we are keen to support you in your studies to ensure your success and would like to encourage you to engage with the programme content, your Designated Prescribing Practitioner and with the prescribing team to maximise any learning opportunities.

The programme is taught over 26 weeks and is predominantly online with weekly webinars, all of which are recorded to ensure access to the content. You will learn with other professionals and benefit from the sharing of multi-professional and diverse experiences to enhance your learning.

On completion of this exciting and challenging programme, your new knowledge and skills will enable you to have your qualification recorded with the NMC and you will be able to deliver an enhanced service within your practice area.

We look forward to meeting you all over the next few months.

Please do not hesitate to contact me with any enquiries relating to this programme.

Best Wishes

Dr Louise Grisedale

Programme Director (UEA / HSC)

l.grisedale@uea.ac.uk

Programme Team

This programme draws on the knowledge and expertise of a number of multiprofessional academics and practitioners to provide you with a diverse range of perspectives through which you can deepen your knowledge and insight and evaluate your own clinical role and setting. Those who have contributed to this programme are:

Dr Louise Grisedale – Programme Director (UEA/HSC)	Email : l.grisedale@uea.ac.uk
Ann Owen – Lecturer and Independent Prescriber (UEA/HSC)	Email : a.owen@uea.ac.uk
Dr Mike Cumberbatch – Lecturer and Independent Prescriber (UEA/HSC)	Email : m.cumberbatch@uea.ac.uk
Cristina Martin Jimenez – Lecturer and Independent Prescriber (UEA/HSC)	Email: cristina.martin@uea.ac.uk
Martin Galligan: Lecturer Practitioner / Programme Lead MSc Advanced Practice (RMS)	Tel No: 0207 808 2463 Email: Martin.galligan2@rmh.nhs.uk
Gustavo Pendred: Lecturer Practitioner (RMS)	Tel No: 0207 808 2905 Email: gustavo.pendred@rmh.nhs.uk
Louisa Jones: Lecturer Practitioner (RMS)	Tel No: 0207 808 2905 Email: louisa.jones@rmh.nhs.uk
Jayne Needham: Lead Midwife for Education (UEA/HSC)	Email: J.needham@uea.ac.uk
Dr Mike Cumberbatch – Programme Adviser (UEA/ HSC)	Email : m.cumberbatch@uea.ac.uk

You are also part of the programme team because you are integral to providing a stimulating learning environment and developing a strong community of learning.

The programme team recognises the invaluable contribution of Designated Prescribing Practitioners (DPP) and Practice Supervisors and extend their gratitude and respect for their continued support of students studying on this programme.

Programme Pre-Requisites

This programme is suitable for registered healthcare professionals who have been qualified for more than one year.

The 40-credit programme can be taken at level 7 as a standalone CPD programme or as part of the following programmes:

- MSc Advanced Professional Practice programme at UEA;
- MSc Advanced Clinical Practitioner Degree Apprenticeship at UEA;
- PG Cert / PG Dip /MSc Cancer Care at RMS;
- PG Cert / PG Dip / MSc Advanced Clinical Practice Cancer Care RMS

Independent prescribers are practitioners responsible and accountable for the assessment of patients with previously undiagnosed or diagnosed conditions and for decisions about the clinical management required, including prescribing.

YOU MUST NOT PRESCRIBE UNTIL YOU HAVE SUCCESSFULLY COMPLETED THE PROGRAMME AND YOUR QUALIFICATION HAS BEEN RECORDED ON THE NMC or HCPC REGISTER.

You must also ensure that you have fulfilled any Trust or employer requirements before prescribing.

NMC registrants may only prescribe from the formulary and within their scope of practice; this independent prescribing programme will prepare you to be a V300 independent prescriber.

For HCPC registrants, there are some profession specific restrictions relating to prescribing controlled drugs which you will learn about during the programme.

Further information is available regarding all professions and specific prescribing rights from the pharmaceutical services negotiating committee (see Reading list for link).

Recording your qualification

NMC registrants have five years in which to have this qualification added to their record following successfully completing the programme.

If you fail to do so, you will have to retake and successfully complete the programme in order to qualify and register the award as a prescriber.

Expectations

What you can expect from us

Programme Organiser

Your programme organiser will be part of your community of learning, learning from you as well as supporting and extending your learning as you progress. They are a consistent presence in your learning activities and responsible for giving you timely feedback on learning activities and formative and summative assessments, in a manner that is supportive yet includes some personal challenge.

Your first point of contact regarding any programme-specific issues for UEA students is HSC.prescribing@uea.ac.uk and for RMS students martin.galligan2@rmh.nhs.uk . A member of the

team will aim to respond within two working days in working hours (09.00-17.00 Monday - Friday). If they do not respond in this time, please email again using the contact information provided.

Adviser (UEA) / tutors (RMS)

While your programme organiser is responsible for the programme and is your point of contact for its content and assessment, your Adviser (UEA) is your point of contact for any matters pertaining to your wellbeing, engagement, academic support, or navigating UEA processes and procedures. They will be able to advise you regarding appropriate sources of support for any and all academic or wellbeing matters and guide you through processes such as submitting Extenuating Circumstances (EC) requests.

This programme's Adviser and their contact details will always be listed beneath your Programme Organiser on the Blackboard site (e:vision will be updated with your current adviser a couple of weeks after starting a new programme). If you discuss circumstances with your Adviser that are likely to span programmes, your new Adviser will be briefed and be in touch to continue whatever support may be appropriate.

Our dedicated Post-Registration Advising team is overseen by the Senior Adviser for Post-Registration (Dr Matthew Moreland), who can be contacted directly (m.moreland@uea.ac.uk) if you are having any difficulties with the Advising system (such as being unable to reach your Adviser in a timely manner).

The Personal Tutor system at RMS aims to support students in a systematic manner, through their studies by providing academic, professional and pastoral advice to students and to monitor their academic and professional progress.

Students at RMS will find the personal tutor policy on Moodle in the policies section. If you have concerns regarding the personal tutor at RMS please contact the programme lead directly to discuss any concerns.

Academic support for students at UEA

Academic skills, like any other skills, can get a bit rusty and you might benefit from accessing some academic support to help you to prepare for formative and/or summative assessment. Information about sources of support available at UEA can be found on the 'organisation' Blackboard site '[I ♥ Health](#)', a site providing general information for all post-registration and post-graduate students in the Faculty of Medicine & Health Sciences, including resources to help you to understand and master learning technologies. A wealth of resources are also provided by [the library](#) and the [Learning Enhancement Team](#).

The Faculty of Medicine and Health (FMH) hold live online information events for post registration and post graduate students covering a range of topics to support your learning. Information about these events is usually circulated via UEA email and can be found on '[I ♥ Health](#)'.

The programme learning resources and activities aim to enable you to achieve the learning outcomes for the programme and to develop the critical thinking, analysis and evaluation skills to be successful in summative assessment.

Academic support for students at RMS

Email is the preferred way of contacting teaching staff. We recommend that you use the 'track' option when sending emails, and that you request a 'delivered' / receipt message and a 'read' message. If you do not receive an acknowledgement of your email within two working days, please telephone the [Student Support Services Team](#) (020 7808 2551).

Your school website has links to Course handbooks, student support services and the [David Adams library](#) as well as a range of other resources and the Moodle site for your programme.

Session recording

Some of the live sessions you attend will be 'online' sessions, which are often recorded so that students who are unable to attend can watch them later or so that you can watch them again. The person delivering the session will let you know when they are going to record the session and, although we prefer to see your face and talk to you, we will respect your preference to keep your microphone and camera turned off during whole group sessions. However, we do expect you to participate fully during 'break-out' group sessions but please note that these are not recorded. If you have any concerns about session recording, please contact your Programme Organiser.

What we expect from you

Attendance & engagement

Your experience as a Post-Registration learner will be very different from your pre-registration learning experience. You are expected to mirror qualities expected of you in professional practice by being self-aware about your own learning needs, seeking the support and guidance you require if you encounter a problem that impacts on your learning and to demonstrate motivation and commitment to the programme by attending timetabled sessions and engaging with the learning resources, activities and opportunities provided. If you experience any circumstances which impact on your attendance and engagement, please ensure that you make your Adviser aware as soon as possible.

Your attendance and engagement on this programme will be monitored through engagement with a range of learning activities including webinars, quizzes and formative assessment submissions.

If we have concerns about your attendance and/or engagement, our primary considerations will be your wellbeing and progression. Your Adviser will contact you to gain better understanding of your circumstances and to discuss appropriate support mechanisms, in accordance with the University Student Academic Engagement Process.

In some cases, disciplinary action may be deemed necessary where all supportive measures have been exhausted. Where a learner's attendance and engagement does not respond to supportive measures, or where disciplinary action has been required, a learner's fitness to practise (FtP) may be brought into question under the University's General Regulations for Students.

It should also be noted that a learner's fitness to practise may also be brought into question if engaging in behaviour intended to falsely represent their own or fellow learners' attendance and/or engagement (e.g., completing learning reviews or activities on behalf of another student).

Time allocation

A 40-credit module requires you to invest a total of 400 hours of student effort, and so you will be expected to direct your own learning, in addition to the content provided. The hours for this module are allocated as follows:

Learning Activity	Total effort hours (module)	Indicative Effort hours per week
Class sessions (Lectures, workshops, webinars etc.)	12 blocks of 12 hours = 144	5.53
Supervised practice hours	78	3
Formative assessments	18	0.692
Summative assessments	70	2.69
Background reading	84	3.23
Exams	3	
Tutorials (individual or small groups)	3	
Total effort hours =	400	

Practice-based learning

This programme includes a practice-based learning and assessment component. You are required to have a minimum of 78 hours of supervision with your Practice Supervisor/s if you are an NMC registrant and Designated Prescribing Practitioner (DPP) usually in your own area of practice. The Royal Pharmaceutical Society (RPS 2021) published a competency framework for Designated Prescribing Practitioners (DPP) which has been recognised by the regulators e.g., NMC & HCPC, hence this is the title when referring to the Practice Assessor (PA) or Practice Educator (PE) for independent prescribing students. It may be possible in exceptional circumstances for supervision to take place in another appropriate placement where the learning outcomes must be met.

Midwife students should be aware that the Lead Midwife for Education is an additional source of support and must be involved in all three mandatory interviews.

All Practice Supervisors and DPPs are required to demonstrate that they are suitably experienced and prepared for the role as set out in the Standards for Student Supervision and Assessment (NMC 2018) and the HCPC Standards for Prescribing (HCPC, 2019).

Placements are required to have a valid educational audit in place.

When you are providing care for patients under supervision as part of your learning for this programme you are expected to:

- Treat patients with respect, compassion, and dignity
- Uphold patients' confidentiality
- Support and promote safe, effective, person-centred, compassionate care, including ensuring appropriate governance arrangements are in place
- Patients are informed that you are a learner on a programme of study with UEA and are enabled to give their informed consent for their engagement with you as a learner

Communication

The majority of communication with individual students is via your UEA email account, which we ask you to check every 48 working hours to ensure that you do not miss any important information.

It is possible that the programme content or activities might be emotionally challenging for some students. If you anticipate this might be the case, please contact the programme organiser who will work with you to optimise your learning experience and identify any further support needed.

Digital literacy

If you are not familiar with digital learning technologies when you start the programme, we encourage you to learn to navigate Blackboard early on so that you can access all the learning experiences and resources available. There is a useful [student preparedness](#) course on Blackboard if you feel you would benefit from this introductory resource. If other specific learning technologies are used in this programme, you will be provided with information and guidance.

RMS students can access similar resources via the [study skills](#) section on Moodle.

Student Feedback

Student feedback is captured in mid- and endpoint evaluation in each programme, providing important and valuable insight into student experience. You are strongly encouraged to complete the evaluation process to help us to understand what is working well for students and which areas we need to improve for the benefit of future students.

Student Experience

Student experience is high on the UEA agenda. We aim to enhance and support your learning journey, ensuring that you feel welcomed, involved and supported as part of a community. Listening to and promoting the student voice and advocating for students are fundamental to the role to create a positive learning journey for students during their time at UEA. The School's Associate Director for Student Experience (Post-Registration) is Dr Marie McGee. Please contact Marie for advice or to discuss any aspect of student experience: m.mcgee@uea.ac.uk. For RMS students please contact student support services or your student representative.

Learning Outcomes - L7

Learning outcomes are statements about the skills and knowledge that students are expected to demonstrate by the end of the programme and are used as marking criteria for assessment(s). The learning outcomes can help to give you and understanding about what you are aiming to achieve as you work through the programme resources and activities.

The learning outcomes for this programme are:

- 1 Critically considers and applies effective communication and clinical reasoning skills in the systematic and comprehensive assessment of an individual through the age ranges using a person-centred approach (Dimension 1).
- 2 Critically reflects on the use of a holistic approach and current knowledge to design an appropriate evidence-based treatment plan utilising pharmacological and non-pharmacological approaches (Dimension 2).

- 3 Demonstrate the ability to critically evaluate relevant data, information and personal factors in order to enable an individual to make an informed choice about their treatment and support adherence (Dimensions 3 & 5).
- 4 Plans implementation, recording and monitoring of safe, evidence-based, clinically appropriate & effective prescribing practice adapting the management plan appropriately in complex situations (Dimensions 4 & 6).
- 5 Critically appraises own practice through a reflective approach to evaluate own knowledge & skills and develop a plan for own learning needs in order to minimise risk and ensure safe practice (Dimensions 7 & 9).
- 6 Able to critically appraise and apply current legal, regulatory, and professional frameworks to prescribing practice demonstrating an awareness of ethical issues and influences on prescribing decisions (Dimension 8).
- 7 Critically analyses the contribution of teamwork to safe prescribing practice and appraises the importance of reviewing own and others prescribing practice through appropriate measures (Dimensions 9 & 10).

Learning outcomes map to: Royal Pharmaceutical Society (2021) *A Competency Framework for all Prescribers*.

Learning Strategy

The learning on this programme is a blend of predominantly online asynchronous learning with a weekly live webinar (synchronous) and some face-to-face teaching. The programme will be taught over a 26-week period (approx.) and is released in 12 'blocks' of learning with an additional 78 hours (minimum) of supervised practice.

You are expected to spend 78 hours of supervision in practice. This supervision will be managed by the Designated Prescribing Practitioner (DPP) but not necessarily provided by them directly.

Online Asynchronous Learning

Asynchronous learning activities will be varied in format, including recorded presentations, links to reading, video resources and reflective tasks. You will be invited to participate in collaborative learning through online discussion forum and to complete reflective tasks to advance your learning. You will be encouraged to create your own learning journal, as a personal record of your learning. The provision of asynchronous content allows own time and own pace study, it introduces flexibility which is important for inclusivity. Asynchronous learning materials may also be used to prepare for or build on live sessions.

Online Live Learning (synchronous)

Live sessions are timetabled to allow you to engage with course contributors and fellow students in real time. Live sessions are essential for discussion, group learning, and building a sense of being part of a learning community. Whilst live sessions are often recorded so that students who are unable to attend can watch them later, you are likely to get the most out of the sessions by attending them live. The dates and times of live sessions will be made available to you at the beginning of the programme.

Face to Face learning

There are 3 face to face study days in this programme, which will cover the essential practical elements of programme topic. The dates and times of live sessions will be made available to you at the beginning of the programme.

The blend of learning approaches on this programme have been designed to allow you to be active and curious in your own learning. To optimise your learning, please work through each block's activities in a timely manner and actively engage with all learning activities during the period allocated for that block. This will allow you to keep pace with the sequence of learning, interact with your programme group and allow for timely feedback for the activities in each block.

Learning Content Overview

Please note that the block content may be subject to minor changes.

Block 1	An introduction to independent Prescribing
Block 2	Background Physiology
Block 3	Pharmacokinetics
Block 4	Pharmacodynamics
Block 5	Vulnerable groups: Older adults and mental health
Block 6	Vulnerable groups: Children, pregnancy, and breastfeeding
Block 7	Mock exam and revision
Block 8	Pharmacology exam, evidence-based practice
Block 9	Consultation and patient safety
Block 10	Legal and ethical issues, and Prescribing Governance
Block 11	Specialist prescribing: long term conditions and oncology
Block 12	Continuing professional development

Assessment - L7

Assessment for the programme involves formative and summative assessment tasks. Formative assessment, in which you submit or present short pieces of work for evaluation and feedback, does not count towards the overall programme grade, but helps you to learn about your own academic strengths and limitations and gain feedback which can be used to inform you summative assessment. Summative assessment is work that is formally submitted by you and assessed against the achievement of the programme learning outcomes and the academic level and quality of your work. The level 7 (postgraduate) [UEA Senate Scale](#) for the type of assessment

(coursework/dissertation or extended project/presentations) will be used as part of the marking process.

Students are permitted two attempts at all summative assessments, and you must pass all parts of the summative assessment to pass this programme. Resubmissions of written assignments or resits of examinations will take place following confirmation of marks by the Board of Examiners so there will be a delay between these attempts to allow for moderation and review by the External Examiner for the programme. There is a fee for resubmission. Students will be able to view the submission schedules on the '[1♥Health](#)' Blackboard site at UEA.

At RMS your submission dates will be made available to you by the programme leads.

Formative Assessment 1: Numeracy Assessment

Purpose: To support recognition of your current standard of numeracy, to identify learning support needs and seek help as appropriate.

Activity: 10 numeracy questions in the context of drug calculations

Submission: Blackboard / Moodle

Feedback: Blackboard / Moodle

Formative Assessment 2: Clinical Management Plan (CMP) / Supplementary Prescribing

Purpose: To develop an understanding of this mechanism of access to medicines and supplementary prescribing.

Activity: You should develop a Clinical Management Plan (CMP) for a patient and write a brief account showing an appreciation of supplementary prescribing discussing the indications, benefits, and legal use of a CMP (300-500 words).

Submission: Blackboard / Moodle

Feedback: Blackboard / Moodle

Formative Assessment 3: Analyse a Critical Incident

Purpose: To give formative feedback to support academic writing, including academic referencing analysis and critical thinking skills.

Activity: Identify a medication related incident (or near miss) in your area of practice. Analyse the impact this has had and what changes may have been introduced (500 – 750 words).

Submission: Blackboard / Moodle

Feedback: Blackboard / Moodle

Summative Assessment 1: Numeracy Assessment

Activity: Five numeracy questions in the context of drug calculations. You will have 30 minutes to complete the assessment. Calculators from the UEA approved list are permitted in this examination.

Marking criteria & weighting: Pass / Fail. All questions must be passed 100%

Submission: Blackboard / Moodle

Feedback: Blackboard / Moodle

Summative Assessment 2: Pharmacology examination

Activity: This is a timed online open book exam. You will have 2 hours to complete the examination.

Marking criteria & weighting: Pass / Fail. You must achieve an 80% pass mark

Submission: Blackboard / Moodle

Feedback: Blackboard / Moodle

Summative Assessment 3: Case study (4,000 words +/-10%.)

Purpose: The integrated case study is a valuable method of documenting learning to provide evidence that the learning outcomes for the prescribing programme have been met.

Activity: Write a case study that must contain a critical appraisal of a complete episode of prescribing care and cover all ten dimensions of the RPS (2021) *A Competency Framework for All Prescribers*.

Marking criteria & weighting: The case study will be graded against the Senate Marking Criteria. A grade of more than 50% must be achieved to pass at Level 7.

Submission: Blackboard / Moodle

Feedback: Blackboard / Moodle

Summative Assessment 4: Professional portfolio incorporating the practice assessment document (PAD)

Purpose: The Portfolio is a valuable method of documenting evidence that the learning outcomes for the prescribing programme have been met. The learning outcomes are mapped to the competency framework for all prescribers (RPS 2021; NMC 2018; HCPC 2019).

Activity: The Portfolio will be maintained / developed in electronic format utilising PebblePad software which will enable all assessors to access the evidence of supervision and assessment collated during the programme. The Pebble Pad portfolio will incorporate the Practice Assessment component which is based on the Royal Pharmaceutical Society (2021) *A Competency Framework for all Prescribers*; the competency template should be accompanied by a range of evidence demonstrating that the competencies have been met. The portfolio will provide a basis for discussion of progress with the Practice Supervisor (PS) and Designated Prescribing Practitioner (DPP) and will be available to the Academic Assessor (AA) to ensure that the competencies have been met.

Supervision should start as early as possible in the programme. You should arrange to meet with your Practice Supervisor (PS) and Designated Prescribing Practitioner (DPP) as early as possible to plan your supervision. The better planned the process is, the more likely it is to be successful.

The Initial Interview

This must be a tripartite meeting between student, DPP and Academic Assessor. Within the **first two weeks** of programme commencement, an **initial interview** (first planned discussion) should be arranged to agree the Learning Contract with your DPP and PS. This initial interview is also the opportunity to negotiate how the supervision will meet your learning needs, when it will happen, where this will take place, who is involved and how the competencies will be met. This depends to a great extent on the practice area as well as your individual learning needs. The student may also have access to supervision from a range of Practice Supervisors who are able to support your learning needs.

The Intermediate Interview

This must be a tripartite meeting between student, DPP and Academic Assessor. This is an opportunity to review learning progress. This is carried out informally through discussions about patients, review of notes, direct observation and questioning. As before, the student and DPP should ensure there is enough time allocated for a full discussion. If either the student or the DPP or PS has any concerns, then please contact either the Programme Lead or your Academic Assessor (AA) so that we can develop an action plan.

The Final Interview

This must be a tripartite meeting between student, DPP and Academic Assessor. The student and the DPP will meet towards the end of the programme to review learning and agree achievement of competencies and discuss progression. This meeting should normally take place 4 weeks before the end of the programme. If the DPP in liaison with the PS is happy with all aspects of practice and considers the student to be safe and effective, then the DPP must sign that they have facilitated the required 78 hours of supervision and that the student is competent to prescribe in their area of practice. However, there may be aspects of your practice that they feel need further work before they consider you to be safe; if this is the case then you will have the remaining 4 weeks of the programme to achieve the remaining RPS (2021) competencies.

In this **final interview**, the student, PS and DPP will together agree progress and sign off the practice competencies. Many of these competencies may already have been signed off as the programme progresses.

The Portfolio must be complete with competencies signed and final declaration from your line manager, PS and DPP for a Pass mark to be awarded.

- An assessment of consultation skills using the form provided in Pebble Pad will also take place during the period of supervision and assessment ensuring that any local requirements for service user consent are adhered to.
- Service user feedback should also be included in the portfolio using the form/s provided.
- All supervisors and assessors must complete and sign the signature page of the document.

The DPP and AA will liaise throughout the programme to ensure progression and achievement of the RPS competencies (NMC 2018; HCPC 2014; RPS 2021).

Marking criteria & weighting: Pass / Fail

Submission: PebblePad

Feedback: Blackboard / Moodle

Further detailed assessment guidance is available on Blackboard / Moodle.

Presentation of academic work

When submitting your assignment, you should make sure that it conforms to the assignment guidelines outlined below.

- Assignments should follow a logical format of introduction, background, main content, recommendations for practice, conclusions, references, appendices etc.
- A prescribing episode template is provided to support the Case Study (Summative Assessment 3) and **should be used**.
- **Make sure the whole submission is anonymised**, so people and places are not identifiable. This includes not identifying yourself by name or the Trust in which you work.
- Front page should include the following information:
 - Title
 - Date
 - Personal Registration Number (not your name)
 - Assignment number
 - Word count declaration
- Use Calibri, Arial or Times New Roman font, minimum font size 11 pt
- Use headings and sub-headings as required (may use larger font size for these)
- Margin 2.5cm on all sides
- Line spacing 1.5 or 2.0 (double)
- Insert page numbers as footers (x of y format).
- Use Harvard referencing style
- Word count
 - The word limit will be clearly stated in the assignment guidelines.
 - What counts? All text, tables, figures, footnotes, in-text citations
 - Reference list and appendices do not contribute to the word count
 - The word count should not exceed more than 10%, (e.g. 3,300 words for a 3,000-word assignment) of the required submission word limit. Penalties for exceeding the word limit/late submissions will be applied as per the [UEA Academic Calendar](#).

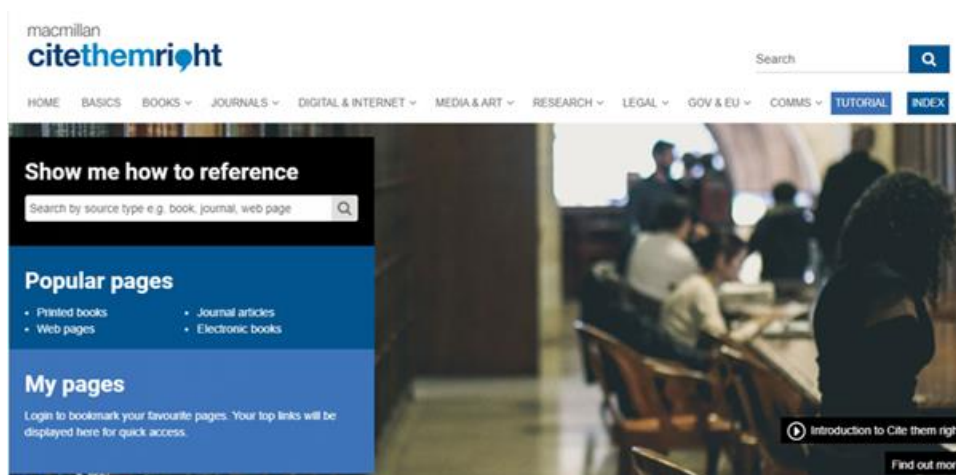
Referencing

At UEA we recommend following the Harvard convention. The University has invested in Cite Them Right resources: <http://www.citethemrightonline.com>. This website allows you to quickly and easily see the layout of a reference for a variety of sources. If you have a specific source type in mind (e.g. book, or journal article), you can use the search feature and select from the results to the source type you are looking for. Referencing styles covered include Harvard, APA and OSCOLA.

The 'Basics' section is a good place to start if you are looking for general advice about referencing. The 'You Try' feature enables you to easily construct your own reference by replacing the example

text with information from the source you want to reference. Then, you can either copy/paste your reference into your assignment or email it to yourself for later.

You can access Cite Them Right online via UEA e-resources on and off campus via the library 'databases' tab. Cite Them Right online also works on your tablet or smartphones, so you will always have the guidance you need at hand.



Plagiarism and collusion

Plagiarism is unattributed use of another person's work, and collusion is unauthorised cooperation with another person.

All University regulations regarding plagiarism apply. You are strongly recommended to familiarise yourself with the University's [information and resources on plagiarism](#): Plagiarism Guidance, and to complete the Introduction to Plagiarism and Collusion Course, available in the Plagiarism section of [I♥Health](#) prior to commencing your assessment. Further guidance can be found on the [UEA Academic Calendar](#) pages.

Extenuating Circumstances

We understand that while you are at University, various issues and life events can have an impact on your studies. If your studies are being negatively impacted, you can submit an Extenuating Circumstances (EC) request via e:Vision. An EC request can be submitted for any of the following circumstances:

- Requesting a coursework extension
- Reporting a situation that has affected your ability to complete an assessment
- Reporting a circumstance that has affected your studies for consideration by the board of Examiners
- Reporting a situation that has significantly affected your performance in an exam
- Requesting a break in studies

Further information about submitting an EC request can be found here:

<https://my.uea.ac.uk/divisions/student-and-academic-services/learning-and-teaching/students/support/extenuating-circumstances>

RMS students should report any circumstances affecting their study to the Assessment Administrator (StudentSupportServicesRMS@rmh.nhs.uk or 020 7808 2551/2902), using an Extenuating Circumstances Report Form (available on Moodle) as soon as possible.

Confidentiality

It is essential that you maintain confidentiality when presenting and writing about real patients for whom you have cared. This includes using pseudonyms for those associated with the case, omitting identifiable details such as distinct personal circumstances and taking care not to identify the Trust in question or other contextual factors which might make it easier to identify the people you are discussing. You will find links to all the forms and policies that you may need to access while studying on '[I ♥ Health](#)', including the University's Confidentiality Policy.

Submission

Dates for submission of your formative and summative assessments, including resubmission can be found in the assessment schedule on '[I ♥ Health](#)' in your programme folder.

The assessment site for your programme can be found on the Blackboard 'course' page and reflects the programme title. Use this site to upload any written or electronic submissions required. The column on the left-hand side of the site contains links to formative and summative assessment folders, where the submission points open one week prior to the submission deadline. The deadline for submission will be 15.00 on the specified date. Please be aware that you can submit multiple times up to the deadline and only the final submitted version will be marked.

Comprehensive guidance on how to submit via Blackboard can be accessed using the following link: <https://portal.uea.ac.uk/blackboard/how-to-submit-an-assignment1>

Further information regarding assessment submission can be accessed here: <https://www.uea.ac.uk/about/university-information/university-governance/academic-calendar/section-3/general-regulations/submission-of-work-for-assessment-taught-programmes->

If you have a problem submitting your assignment, please email the relevant Learning & Teaching Service Team including a screenshot of any error message on: hub.pgt.hsc@uea.ac.uk (level 7).

RMS students can access a range of support on how to submit their assignments via the [study skills](#) section on Moodle. This will include a range of how to videos regarding submission and accessing feedback. If you have any issues with submissions on the day please contact student support services directly (StudentSupportServicesRMS@rmh.nhs.uk or 020 7808 2551/2902).

Marking

The pass mark for Level 7 is 50%. For most programmes, work is marked by a single academic and moderated by another academic member of staff. The University aims to release marks within 20 working days of submission for most work and 30 working days for portfolios and extended projects. Most work is submitted via Blackboard and programme marks are released on Blackboard - your programme organiser will inform you of how your marks will be released if this is not the case.

Feedback on your work aims to draw attention to the strengths of the work, to highlight limitations and to make suggestions for how the work could be improved. Feedback can be provided as

annotations of the submitted manuscript, levels of achievement against defined learning outcomes on a marking rubric and/or as overall feedback and feed-forward comments. The feedback should be sufficiently clear and detailed to enable you to understand the mark awarded.

If you do not understand the feedback or mark awarded or feel that the work deserved a different mark, you are encouraged to contact the marker to discuss the work and their feedback. You are entitled to request a remark following this conversation using [this form](#) but think carefully before you do as the mark may go down as well as up and the final mark will stand as your programme mark.

RMS students should review the [student handbook](#) available on Moodle regarding the process for appeals regarding a first submission mark. In the first instance please speak with the marker and programme leader.

Reassessment

All Post-Registration programmes offer the opportunity for reassessment if you are not successful with your first submission. The date for reassessment submission is published in the assessment schedule on '[I♥Health](#)'. If unsuccessful with your first assessment attempt, you are encouraged to study the marker's feedback closely, to seek clarity from the marker or Programme Organiser about the changes needed if required and to access academic support from your Personal Adviser to plan the changes needed to be successful on reassessment. Please be aware that there is a £70 reassessment fee for each programme or part thereof.

RMS students are encouraged to reach out to the programme leader for advice and support regarding reassessment as the earliest opportunity. Please note there is no fee at RMS for reassessments.

Reading List

Please access the online reading list for this programme from the programme home page or search for 'Independent and Supplementary Prescribing' using the 'Reading Lists' tab on the library home page or the link on Moodle at RMS.

Useful Resources

Visit the '[I♥Health](#)' Blackboard site to find a wealth of resources to support your academic progression and personal well-being while you are taking this programme. The following websites and online information provide useful sources of up-to-date information and evidence, which can be used to enhance your critical thinking and decision-making during the programme:

- [Clinical Knowledge Summaries](#) The NICE CKS service which provides primary care practitioners with a readily accessible summary of the current evidence base and practical guidance on best practice in respect of over 300 common and/or significant primary care presentations.
- [Child Protection Portal](#)
- [Cochrane Systematic Reviews](#) Links to wide range of evidence and information

- Electronic Medicines Compendium, and Medicines guides www.medicines.org.uk Specifications of product Characteristics (SPCs) and Patient Information Leaflets (PILs) provided by the companies which market them, in accordance with product licence.
- [Drug Safety Update](#) Published monthly, subscribe as to implement announcements is a CQC expectation.
- [Heath and Care Professions Council](#)
- [Medicines and Healthcare Products Regulatory Agency](#)
- [Medicines for children website](#)
- [National Institute for Health and Care Excellence](#)
- [NHS Evidence](#)
- [Nursing and Midwifery Council](#) Professional regulator with many useful publications.
- [Prescription Services NHS Business Services Agency](#) This is a useful website for prescribers and hosts the Drug Tariff. It is full of information about prescription forms and how to fill them in with a Prescribing Review and In Touch News sheets, as well as E-pact information.
- [Pharmaceutical Services Negotiating Committee](#) Information about each profession and specific prescribing rights including the two NMC qualifications.
- [Royal Pharmaceutical Society](#) Publishes guidance applicable across the professions.
- [Scottish Intercollegiate Guideline Network \(SIGN\) Guidelines](#) Based on best available evidence, for many common conditions.
- [The Centre for Research and Dissemination](#) Sponsored by the Government with good reviews for evidence-based practice.

References

Health and Care Professions Council, 2014. Standards of proficiency.

Available at: <https://www.hcpc-uk.org/standards/standards-of-proficiency/>

(Accessed 05/01/2023)

Nursing and Midwifery Council [NMC] (2018) The Code. Available at:

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

(Accessed: 05/01/2023).

Royal Pharmaceutical Society (2021) A competency framework for all prescribers. Available at:

<https://www.rpharms.com/portals/0/rps%20document%20library/open%20access/professional%20standards/prescribing%20competency%20framework/prescribing-competency-framework.pdf>

(Accessed: 05/01/2023)